



# Wyoming Statewide Assessment System

## STANDARD ACCOMMODATIONS

PAWS, SAWS, PLAN, EXPLORE, ACT Plus Writing & COMPASS

## OVERVIEW

Standard accommodations are allowed on the PAWS, SAWS, PLAN, EXPLORE, ACT + Writing, and COMPASS for students with disabilities, students on a 504 Plan, and/or English Learners (EL). The proper administration of a standard accommodation allows these students access to the test, resulting in students' ability to demonstrate their knowledge and skills consistent with the measured test construct in each content area.

Use of accommodations during statewide assessment affects validity of resulting scores. Therefore, it is necessary for Test Administrators to be familiar with the *Wyoming Accommodations Manual for Instruction and Assessment* (<http://edu.wyoming.gov/wordpress/downloads/assessments/paws-accommodations-manual.pdf>). Information in the manual guides the selection, administration and evaluation of accommodations. If accommodations are implemented by Test Administrators or access assistants as described in the manual, the validity and comparability of resulting scores are preserved. An access assistant is a trained individual, other than a certified staff member or teacher and not a parent or volunteer, who provides accommodations on the day of testing. This document describes the standard accommodations for the 2015 statewide test administration.

## SELECTION OF ACCOMMODATIONS

Selection of accommodations for the general assessment is the responsibility of a student's Individualized Education Program (IEP) team, 504 Plan committee or service providers for EL. Accommodations match the individual student's need and may only be provided when **all** of the following conditions are met:

- Standard accommodations are selected as described in the *Wyoming Accommodations Manual for Instruction and Assessment*.
- The accommodations are documented on the student's IEP or 504 Plan.
- The accommodations for EL are determined and documented at the school level.
- The accommodations provided are effective in providing access to the test and are regularly used by the student during instruction and assessment.
- The accommodations are administered by a trained Test Administrator or trained access assistant who is familiar with the student.
- The selection and administration of accommodations are consistent with the 2015 Standard Accommodations.

Accommodations may **not**:

- Result in adverse consequences for students.

- Alter the measured test construct or concept.
- Provide additional information, prompting or clues to suggest or support the selection of correct answers.

## **STUDENTS WITH AN IEP OR 504 PLAN ACCOMMODATIONS CATEGORIES**

Standard accommodations are grouped into four categories:

- Presentation (visual, tactile, auditory, and multi-sensory),
- Response,
- Setting,
- Timing/scheduling.

The accommodations, listed below by category, are standard during the administration of the statewide assessments. Additional guidance and information related to the administration of accommodations can be found at the Wyoming Department of Education website.

To be appropriate for use during the 2015 test administration, standard accommodations must be used consistently and effectively for instruction and assessment prior to the test administration. These accommodations are **NOT** allowed for any student without an IEP or 504 Plan or non-EL students. Accommodations can only be administered by a trained certified teacher, certified staff member or access assistant. A certified teacher, certified staff member or access assistant is qualified to administer accommodations if:

- S/he understands the procedures for administering standard accommodations; and
- S/he has effectively administered the accommodation(s) to the student during instruction and/or assessment

Appropriate documentation and monitoring of the standardized use of accommodations are required of Test Administrators, Building Coordinators, and/or principals for statewide assessment administration. Monitoring of the selection, administration, and evaluation of accommodations may be performed by building administrators, District or Building Coordinators, and/or the Wyoming Department of Education (WDE), and will occur during and following the test administration. Additionally, the WDE Special Programs Unit will review documentation of accommodations during on-site monitoring visits.

**The following standard accommodations are appropriate during the 2015 statewide assessment administration for a student with an IEP or with a 504 Plan whose plan is appropriately documented.**

## SPECIAL FORMS

1. Student uses a Braille Special Test Form.
2. Student uses a Large Print Special Test Form.
3. Student uses an Audio Special Test Form. (Spanish Audio form available for EL).

## PRESENTATION ACCOMMODATIONS

4. Student uses magnification devices.
5. Student uses color overlays to reduce glare or enhance text.
6. Student uses templates to reduce the amount of visible print.
7. Student uses tactile graphics.
8. Sign language interpreter signs directions in all content areas and/or signs test questions as written in all content areas **EXCEPT** reading. The interpreter may not clarify, interpret, define word meanings, elaborate, or provide assistance to students. Readers need to be familiar with the terminology and symbols specific to the content. It is recommended that one interpreter be provided for each individual student.
9. A certified staff member or access assistant provides visual cues to students who are deaf or hard of hearing.
10. A certified staff member or access assistant (human reader) reads directions word-for-word as written in all content areas and/or reads or re-reads test questions word-for-word as written in all content areas **EXCEPT** reading. Human readers may not clarify, interpret, define word meanings, elaborate, or provide assistance to students. It is recommended that one reader be provided for each individual student.
11. Student asks for clarification of directions (not test questions or answer choices).
12. Student uses audio amplification devices, including and/or in addition to hearing aids to increase clarity.
13. Student uses text-to-speech software in all content areas **EXCEPT** reading.

## RESPONSE ACCOMMODATIONS

14. A certified staff member or access assistant scribes what a student dictates through alternate augmentative communications, pointing, sign language, or speech. The scribe may not edit or alter the student's work in any way and must record, word for word, exactly what the student has dictated. The scribe may request clarification from the student about the use of capitalization, punctuation, and spelling key words on constructed response items. A scribe must allow the student to review and edit what he or she has written. The student's final response must be transcribed by a certified staff member or access assistant into the Student Test and Answer Book on the pages that the student's response is to be written.
15. A student types responses using a word processor. Dictionary and synonym/thesaurus devices **MUST** be disabled on the reading, mathematics, and science tests. The margins for word-processed documents should match the same space as is allowed in the Student Test and Answer Book. A certified staff member or access assistant transcribes verbatim

the student's work into the Student Test and Answer Book on the pages that the student's response is to be written.

16. Student uses speech-to-text conversion or voice recognition in all content areas. The margins for this document should match as closely as possible the same space as is allowed in the Student Test and Answer Book. A certified staff member or access assistant transcribes verbatim the student's work into the Student Test and Answer Book on the pages that the student's response is to be written.
17. Student uses a Braille. A certified staff member or access assistant transcribes verbatim the student's work into the Student Test and Answer Book on the pages that the student's response is to be written.
18. Student uses a tape recorder to record test responses rather than writing on a paper in all content areas. A certified staff member or access assistant transcribes verbatim the student's work into the Student Test and Answer Book on the pages that the student's response is to be written.
19. A certified staff member or access assistant monitors the placement of student responses on the Student Test and Answer Book.
20. Student generates their own visual organizers including graph paper, place markers, and scratch paper. Student uses a pencil to underline text. Highlighters **CANNOT** be used in the Student Test and Answer Book.

## **SETTING ACCOMMODATIONS**

21. Student takes the test in a different building location in a small group or individually. Changes can also be made to a student's location within a room to reduce distractions to the student or to other students, to increase physical access, or enable the use of special equipment. Students must be monitored by a certified staff member.

## **TIMING AND SCHEDULING ACCOMMODATIONS**

22. Student is provided with extended time to complete the assessment.
23. Student is provided with multiple, individual breaks as needed, monitored by a teacher or access assistant.
24. Student takes the tests at the time of day when he or she is most likely to demonstrate peak performance.

If you have questions regarding standard accommodations, please contact Pari Swanson, Assessment Division, Wyoming Department of Education, Cheyenne, at (307) 324-8122 or [Pari.Swanson@wyo.gov](mailto:Pari.Swanson@wyo.gov).

## ENGLISH LEARNERS (EL)

Schools may not exempt EL students from the PAWS content assessments with an exception of waiving students from the PAWS reading section of the test if they have been enrolled in U.S. schools for less than one year as of **March 3, 2014**. For these new students, schools will need an exemption approved by the Wyoming Department of Education. Students who are in their first year must take the Wyoming Statewide Assessment of English Learners (ACCESS for ELLs), but they are **not exempt** from the mathematics and science tests of PAWS.

Students may be provided with accommodations for English Learners during statewide assessments as long as they meet eligibility criteria. In addition, students who no longer meet the eligibility criteria as ELs and are identified as proficient use these standard accommodations for a period of up to **two** subsequent academic years when appropriate (these are referred to as Monitor Year One and Monitor Year Two). These accommodations must effectively facilitate access to the test and be used regularly by the student during instruction and assessment.

**The following standard accommodations are appropriate during the PAWS 2015 administration for eligible EL students.**

## PRESENTATION ACCOMMODATIONS

### 25. Scripted Oral Translation:

- A certified staff member or access assistant translates written directions to the student.
- Student uses an Audio Special Test Form (Spanish Audio form available for ELs).

### 26. Clarification of *Directions* in all Content Areas:

- A certified staff member or access assistant may *clarify directions* through restatement or simplification of language or supply additional examples to assist the student in English or in the student's primary language without clueing correct responses.

### 27. Read Test Questions in Math and Science:

- A certified staff member or access assistant reads and/or re-reads test questions in English, word-for-word, exactly as written in all content areas **EXCEPT** reading. Readers may not clarify, interpret, define word meanings, elaborate, or provide assistance to students. Readers need to be familiar with the terminology and symbols specific to the content. It is recommended that one reader be provided for each individual student.

28. Student uses a bilingual dictionary provided by the school.

## SETTING ACCOMMODATIONS

29. Student takes the test in a different building location in a small group or individually. Changes can also be made to a student's location within a room to reduce distractions to

the student or to other students, to increase physical access, or enable the use of special equipment. Students must be monitored by a certified staff member.

## **TIMING AND SCHEDULING ACCOMMODATIONS**

- 30. Student is provided with multiple, individual breaks as needed.
- 31. Student is allowed to complete the test over multiple days.

If you have questions regarding EL accommodations, please contact Robin Holbrook, Standards, Learning and Accountability Division, Wyoming Department of Education, Cheyenne, at (307) 777-5217 or [Robin.Holbrook@wyo.gov](mailto:Robin.Holbrook@wyo.gov).